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Inclusive Capital & Deaf Services, Yosemite National Park

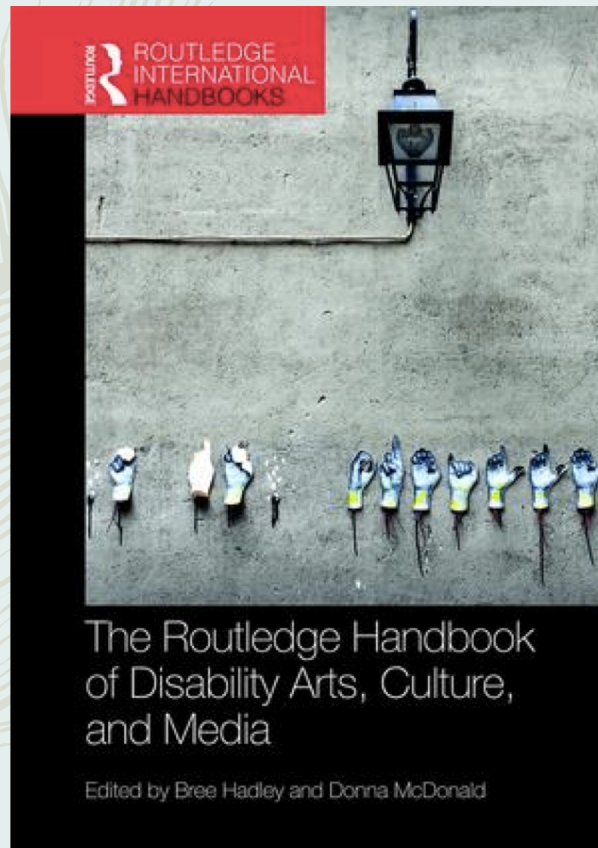
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Overview of the Research

Grounded methodology study of
impairment and learning cultural
heritage

Study Output



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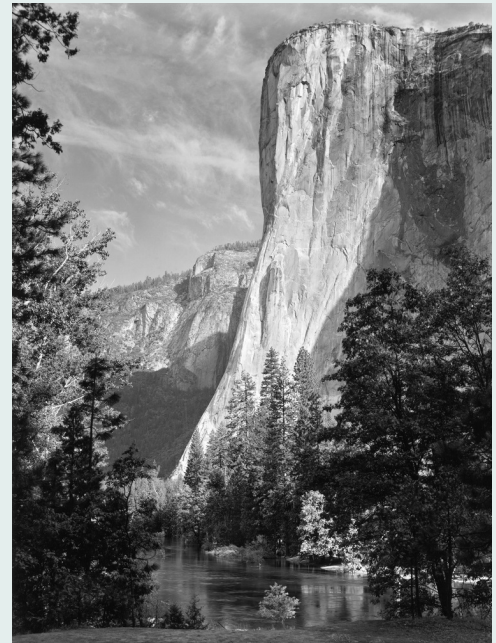
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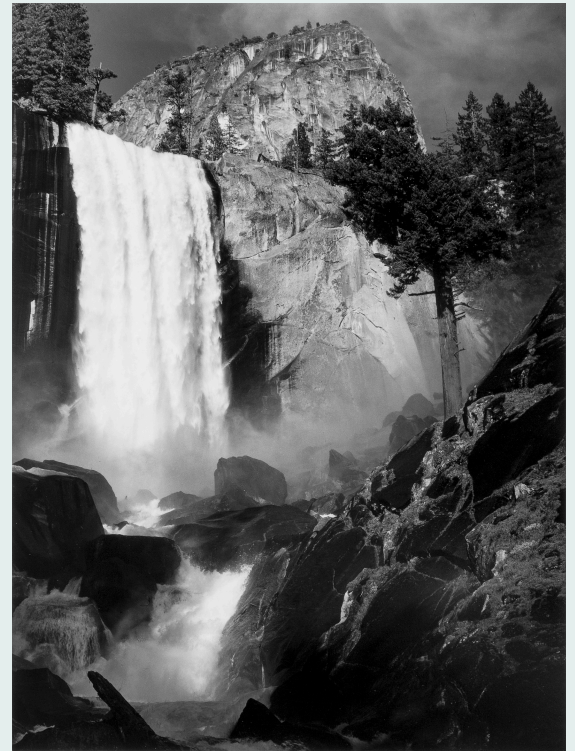
Overview of the Study

- **2011:** Grounded Methodology (Hayhoe, 2012a)
- Visual Impairment
- **2016-2017:** expanded to learners with disabilities (Hayhoe, in press)
- “models of practice” (Hayhoe, in press b)



Diversity of Disabled / Impaired Identities

- Early observations - no single *disabled person*
- Different forms of identity (Hayhoe, 2012b)
- People chose not to identify themselves as disabled (Hayhoe, 2017b)
- Identity from early cultural experiences





Human Value and Inclusive Capital

A model of evaluation and
analysis



Evolution of Human Capital from Human Value

- **18th & 19th Century:** Debate on human value
- **Late 20th Century:** Human value re-defined as a human capital and non-economic value
- However, existing theories examine value as quantitative, and unrelated to individual identity

Adam Smith (1776)

Karl Marx (1867)

Pierre Bourdieu (1984)

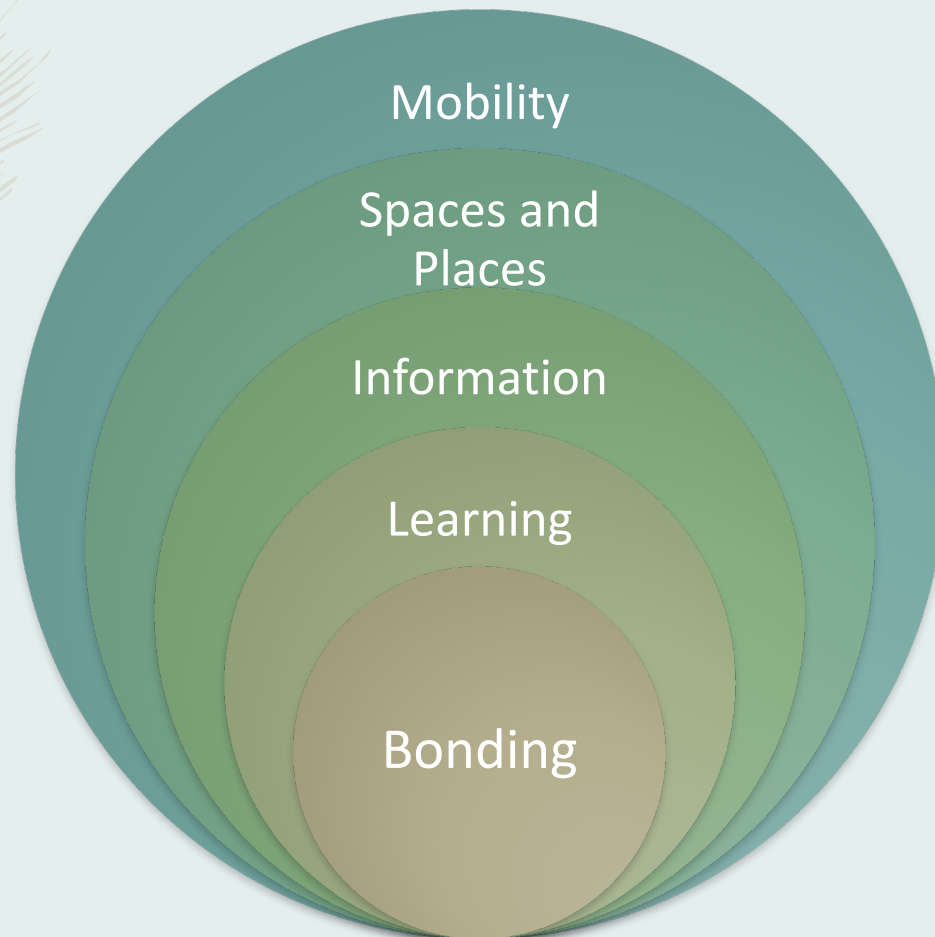
Sarita Yardi (2009, 2010)



Critique of Traditional Observations on Human Value

- **All observe:** *individuals need a Sense of Inclusion*
- *Bourdieu, Marx and Smith* – and to an extent *Yardi* – do not account for
 - Individuality of life-course
 - *A Sense of Inclusion* can be subjective/not generic
 - *What I feel is inclusion is not necessarily what others feel is inclusion*
 - Changing nature of inclusion
 - Problematic for people who undergo transition

Inclusive Capital (Hayhoe, 2017c)

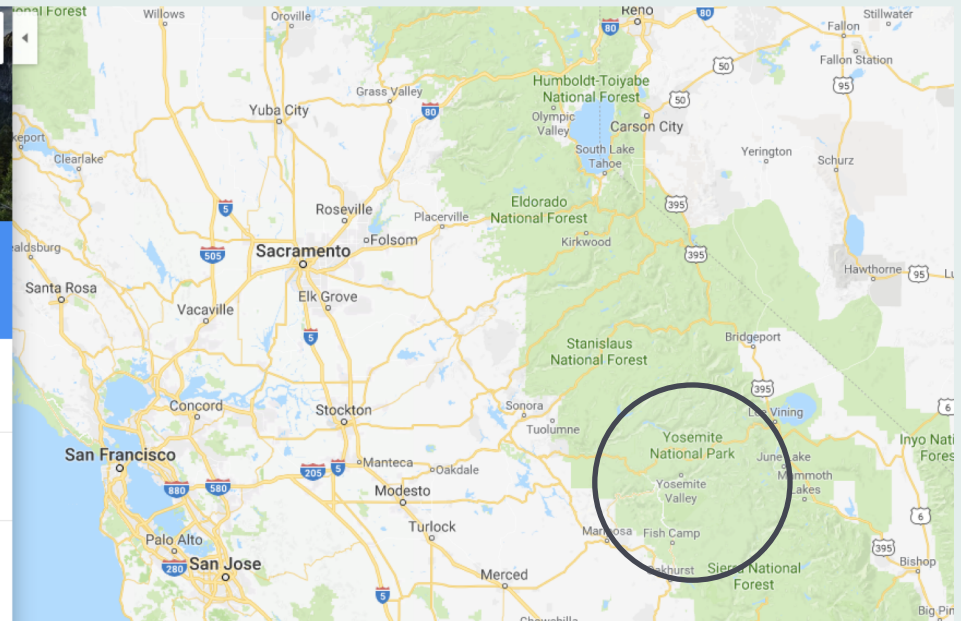
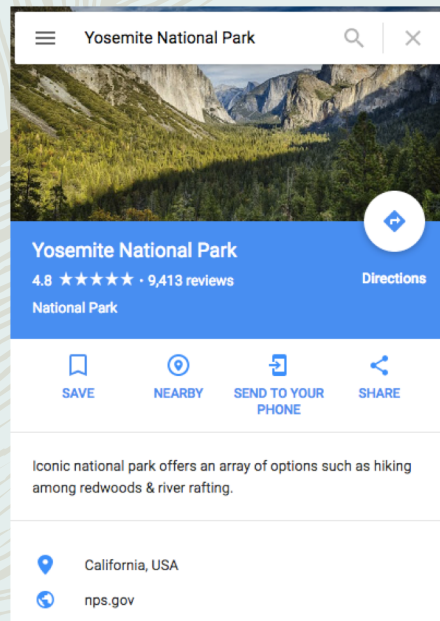





Yosemite National Park's Deaf Service

A language versus physical access
model of practice

Yosemite National Park





Why Yosemite National Park?

- Deaf Services at Yosemite part of Language Services rather than Access

“Our Deaf Services program began with a summer seasonal position in 1979 and that position became permanent and year-round in 2016. Yosemite has the first year-round, permanent Deaf Services Coordinator/ASL interpreter-ranger in the NPS ... Yosemite won the US Department of the Interior National Park Service Park Planning, Facilities and Lands 2008 National Programmatic Accessibility Achievement Award for the Deaf Services Program.” *Rosamunde*, Ranger, Yosemite NP

Stage One: Bonding

- Discourages generic separate tours for people who are Deaf – not advertised as such
- Signing is integrated into mainstream tours
- Bespoke tours only on request (see below)
- Encourages inclusion in mainstream family or friend groups
- Yosemite not allowed to charge Deaf people extra because their services cost more
- ASL interpreter on request at no extra cost

Stage Two: Education

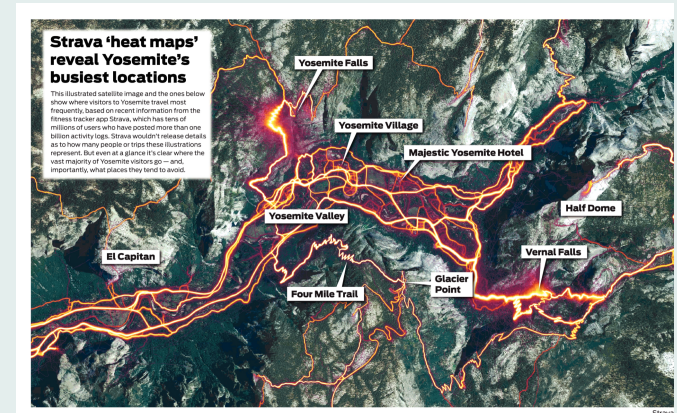
- Deaf Service develops bespoke lessons and learning tours or request, when requested in advance
 - As Deaf Service is based in Yosemite Valley, this can be arranged relatively quickly
- “Deaf Services frequently offers specialty talks or walks for large Deaf groups ... We wouldn’t normally hire outside contractors. Our staff can provide this service upon request.” *Rosamunde*, Ranger, Yosemite NP

Stage Three: Information

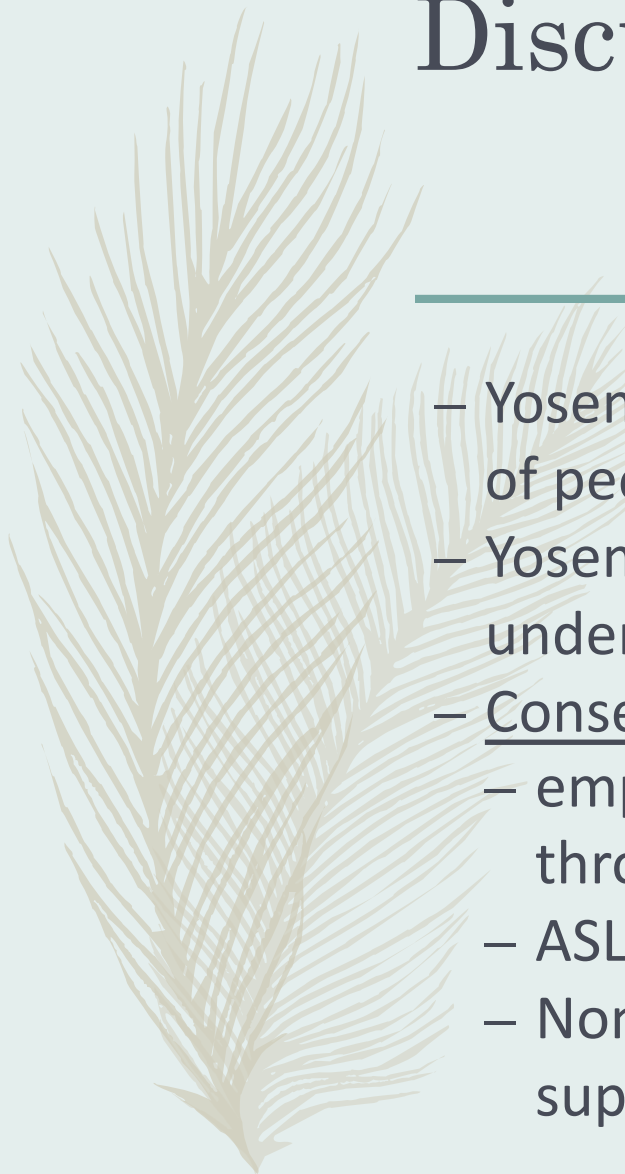
- Three information strategies, however these are delivered across two services
 1. technologies, which provide alternative communication (Access)
 2. human interpretation (Language Services)
 3. the website - increasingly important (Access)
- *Alfred*, NPS National Officer: information is core to all access services

Stage Four: Space & Place

- Yosemite Valley most accessible
- Significant changes to public buildings
- NPS makes website physically accessible, using accessible standards
- As Information, this is NPS priority




Discussion

- 
- Yosemite appears to support individual inclusion of people with access needs through Access
 - Yosemite's Deaf Service assumes a generic understanding of *deafness*
 - Consequently, there is a “Yosemite Paradox”
 - emphasis on ASL users, identifying as Deaf, through mainstream Language Services
 - ASL users are a minority of hearing impaired
 - Non-ASL, some not identifying as Deaf, supported by Access but not by Deaf services

Conclusion

- Support / Access has assumed a generic identity
- Often due to assumptions about human value and capital being generic
- However, different learners have different needs based on identity as well as physical need
- Perhaps, we need to move away from a values based model of capital to an identity based model of capital

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